

Due May 1, 2008

**Iowa Department of Education
Grimes State Office Building
Des Moines, Iowa 50319**

***Request for Iowa Four-Year College/University
Performance Assessment System Funds***

College/University name: ___ Briar Cliff University _____

Program Contact Person:

Name ___ Dr/Sr. Ruth Schock _____

Title ___ Chair, Education Department _____

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Business Office Contact Person:

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Statement of Assurances

Should a Performance Assessment System Award be made to the applicant in support of the activities proposed in this application, the authorized signature on the cover page of this application certifies to the Iowa Department of Education that the authorized official will:

1. Upon request, provide the Iowa Department of Education with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations;
2. Use grant funds to supplement and not supplant funds from nonfederal sources.

Certification by Authorized or Institutional Official:

The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the governing body of this organization, or institution, and that the applicant will comply with the attached statement of assurances.

Dr. William Mangan Academic Dean

Typed or Printed Name of Authorized Official Title

Signature of Authorized Official Date

Please submit both electronically and hard copy to Barry Wilson, TOE Assessment Team Leader, Dept. of Ed. Psych. & Foundations, UNI, Cedar Falls, IA by May 1, 2008.

Process for Procuring Grant Funds:

1. Submit Grant Request Package; Postmarked by May 1, 2008
Grant Request Package Contents:
 - Request for Performance Assessment System Funds Cover Page
 - Action Plan
 - Budget
2. Grant requests will be reviewed by the Assessment Committee, the Leadership Team, and the Iowa Department of Education.
3. Institution will be notified of a grant award by May 21, 2008
4. Contracts for awardees will be developed by the Iowa Department of Education upon notification to the IHE of the award.
5. It will take 30 days after the award notification for a contract to be executed and fully approved. This would be as per a June 1 notification.
6. Payments cannot be released until a contract is fully approved with all signatures.
7. Institutions should not incur costs before a contract is approved and plan accordingly.
8. To acquire each payment, an IHE must submit an invoice or letter with an original signature requesting funds. This is necessary for the release of each payment – fifty percent, forty percent, and final ten percent.
9. An Interim report must be submitted with an invoice by January 15, 2009. NOTE: an awardee will not receive the forty percent payment unless the Interim Report budget indicates that the first fifty percent has been spent.
10. A Final report must be submitted with an invoice by December 15, 2009
11. A report form or template is attached with this RFP. Please use it for the Interim and Final Reports. The form includes a narrative and budget.

The grant application and interim and final reports must be submitted electronically in addition to hard copy.

Criteria for Performance Assessment System Awards:

Grant funds are available for use by recipients for purposes including but not limited to faculty development and training, design or modification of performance tasks, procedures for assuring reliability and validity of assessments, database software or hardware to facilitate data management and reporting, and technical services including programming support.

Funds may be used for expenses such as: faculty release time, personnel for clerical work, travel, lodging and meals, consultants, hardware, and materials including software. Four year colleges or universities that receive significant numbers of transfer students from community colleges are encouraged to include funding for providing feedback to two-year institutions on the performance of their graduates.

I. Context

Describe current program including number of teaching candidates graduated per year and number of full-time and part-time faculty teaching education courses. Indicate any unique features of the program that will help reviewers better understand your assessment needs. If you received a previous assessment system award, attach a copy of your final report or summarize results of your first year of work.

Approximately 160 students are majoring in education at Briar Cliff University. Thirty of those are freshmen who have not started taking courses in the program. The remaining 130 students enroll in courses in the Education Department. Of those, approximately 35 teacher candidates graduate from the program each year. There are four full time faculty teaching in the program and one administrative assistant who serves the department.

We have received funds from the TQE Grant in the past.

In the first round of funding, approved March, 2006, grant money was used to train our administrative assistant in Microsoft Access II and Access III. At that time, we were creating our own database for candidate assessment. We hired a consultant to help us create an e-portfolio template to be used by graduates of the program in the job interview process. We also purchased a server to store the increased data we were generating.

Following our accreditation visit in March, 2007, and as the understanding of candidate and program assessment continued to unfold, we came to realize that the databases we had created using Microsoft Access did not generate the kind of reports we needed for candidate and program assessment, and were not going to meet future accreditation requirements. In the fall of 2007, we invited Dr. Barry Wilson and Dr. Arlie Willems to meet with the faculty of the Education Department to help us clarify our candidate and program assessment plans.

The second round of funding was approved in August, 2007. This second round of funding paid for training for a consultant, who then trained the faculty and administrative assistant in using the Angel Course Management System. Tablet laptop computers were purchased for the consultant and faculty for use in candidate assessment. The consultant and faculty met frequently to modify the e-portfolio template and to create a one-credit course that will be required of student teachers. In this course, the student teachers will be creating an e-portfolio used to document their ability to meet the eight Iowa teaching standards. In addition, in the winter of 2007, the consultant and faculty worked together to create and pilot the electronic evaluation of candidate field experiences by their cooperating teachers. The pilot study was broadened in the spring of 2008 to include more candidates being electronically evaluated by their cooperating teachers. We intend to

extend the electronic assessments to all field experiences and the student teaching internship in 2008-2009.

While the initial pilot of the electronic evaluations of candidate field experiences was taking place, we also asked the students enrolled in a senior level course to use the assessment from the internship to evaluate the program. In addition to indicating whether/how well they acquired each learning outcome listed under each of the standards, they were also asked to indicate in which course(s) they acquired the knowledge, skill, or disposition. Since this evaluation was not yet entered into the Angel Course Management System, the results had to be individually entered into the system.

May 8, 2008, has been set aside by the faculty of the Education Department to analyze the reports that have been generated for program assessment from the student responses in the senior level course. The assessments used for each field experiences and the student teaching internship are aligned with the INTASC Standards and the program standards. Once the electronic assessment by the cooperating teachers has been finalized at all stages of the program, we will be able to create reports that enable the faculty of the Education Department to evaluate the candidates and the program.

II. Project Narrative (1-2 pages describing how you will use the funds) A synopsis of the project narrative will be reflected in the Action Plan. Be sure that what you request in the new award is distinct from what was requested in any earlier TQE award. Your timeline for grant activity should not extend beyond December 15, 2009.

Briar Cliff University's request in the new award is for the purchase of a second server, battery backup, and backup tapes. In addition to the data being stored by the Education Department on the first server purchased by the grant, it is also being used by other departments as they also begin to collect data for program assessment. The Education Department will benefit from having its course management software on its own server for multiple reasons. First and foremost, the Education Department needs to keep constant, consistent, and concise records for assessment of our students. The education majors are assessed by their cooperating teachers using an online form created by BCU's internal course management software support person. This format has been tested and the majority of cooperating teachers were pleased with the outcome and ease of completing this assessment process compared to the older paper and pencil method used in the past.

Secondly, having a dedicated server and battery backup for the course management software will allow all users the opportunity to download and upload information more quickly. From the systems management perspective, having the course management software on a dedicated server will make software and hardware updates easier to perform as it will allow the technology staff to perform maintenance and upgrades to BCU Online without disabling the rest of the Briar Cliff website.

Providing a battery backup of our course management system will allow us to keep all academic and assessment data functional in case of power outage or disaster that might disturb power connections, which will allow students and faculty to have continued connectivity when working from off campus.

Lastly, by providing support through purchasing additional backup tapes, we will be able to keep more data for longer periods of time. This is important when it comes to assessment in case there is an item that comes up for question after the term has passed. It will allow us to restore the data to that particular time in question without requiring a lot of information technology intervention.

In conclusion, providing BCU with the necessary funding to purchase a server, battery backup, and backup tapes will insure the Education Department's assessment tools, as well as the university's course management software, a more reliable online assessment and learning environment, which will raise the productivity and satisfaction of the students. Allowing for the storage and management of more data will result in more accurate assessments.

III. Action Plan –

Goal	Objectives	Action Steps	Person(s) Responsible	Timeline	Budget Request
Complete the candidate and program assessment plan through the purchase of necessary hardware.	Improve the system for storing and maintaining candidate and program assessment	Purchase a server: Power Vault MD1000 • 5 Terabytes of Storage	Leah Schnepf, IT Director	Summer, 2008	\$9500
		Purchase battery backup: APC Smart-UPS XL 48V Battery Pack • This would allow for two –three hours of up time for essential services in the situation of a power failure	Leah Schnepf, IT Director	Summer, 2008	\$2600
		Purchase backup tapes: TDK LTO Ultium 3 400/800GB Data Cartridge • Will allow for backups of network resources for one academic year	Leah Schnepf, IT Director	Summer, 2008	\$2520
		Purchase backup safe: Entry Electronic Safe • Safe for Data Backup Tapes • Fire retardant for 2 hours and water resistant	Lean Schnepf, IT Director	Summer, 2008	\$460
				Total Expenditures	\$15,080

IV. Sustainability Plan. Write a clear succinct plan (1 to 3 pages max) for how the work will continue to fully meet the requirements of Chapter 79 for assessment systems. Describe how your institution plans to sustain the performance assessment system when TQE grant support is no longer available. Some considerations you may want to address include plans to finance sustainability and the capacity you have to sustain the work you have completed.

As described above, we have created a program assessment plan that aligns the assessments used for the candidates and the program with the INTASC Standards and the program standards. We have started using the Angel Course Management System for electronic assessment of candidates during their field experiences and their student teaching internship. The University is committed to the sustainability of Angel. Not only did the University purchase the initial Angel Course

Management System, it also hired and trained someone in the IT Center who is dedicated to helping the faculty use the system.

We have come to understand that candidate assessment generally takes place through the assignments used during the courses they take. However, with the electronic assessment of the candidates during their field experiences, we will be able to assess their ability from outside sources (their cooperating teachers). In addition, we have created a one-credit course, taken during the student teaching internship, in which each candidate will create an electronic portfolio used to demonstrate competency in meeting each of the eight Iowa teaching standards. This course will meet for the first time in the fall of 2008. The second round of grant money has helped to pay for the creation of this course and for the consultant and one faculty member to team teach the course for the first time in the fall of 2008. From then on, the faculty member will teach the course twice a year and it will count toward her regular teaching load.

For program assessment, we have asked students enrolled in a senior level course to evaluate the program using the summative evaluation form used during the student teaching internship. This year, the data had to be entered individually because we didn't have the electronic assessment system fully operative. However, beginning next year, we will be able to have the students in this course evaluate the program electronically. We have already piloted the generation of reports for program assessment from the evaluations they completed this year and will begin analyzing them in early May, 2008.

All of the summative assessments used for field experiences and the internship are aligned with the INTASC Standards and the program standards. The internship form is also used by graduates of the program and employers of the graduates for program evaluation. Therefore, it is a fairly simple task for the IT consultant to generate reports for program review which allow the Education Department to compare data from the field experiences, the internship, the graduates of the program, and from the employers of our graduates.

With the purchase of the additional hardware through this third round of grant money, we will have the ability to store and maintain the data necessary for candidate and program assessment. We believe this will "close the loop" on creating and maintaining our candidate and program assessment plans.

V. Budget Requests

Personnel		
Wages		
Expenses (Travel, Meals, Lodging)		
Professional Services/Professional Development		
Fees		
Expenses (Mileage, Meals, Lodging, Room Rental)		
Software		
Hardware		\$15080
Supplies and Materials		
Phone/Mail		
Other – specify:		
Other – specify:		
Total		\$15080

VI. Budget Narrative: Note that the objective of the grant is to bring all programs up to standard over the life of the grant. Funding this year will be made up to \$20,000. To receive the maximum award, your proposal should demonstrate either great need or great complexity/size of program as well as prudent use of any previous awards and a clear plan for sustainability.

We believe we have prudently used the previous awards and have a clear plan for sustaining the candidate and program assessment plans we have created through the use of these funds.

- Students must enroll in the electronic portfolio class while student teaching. Upon completing their portfolios, they will be required to present them to their cooperating teacher and university supervisor during the final evaluation visit. The laptop computers will enable the students to present their portfolios to this small group, even if the local school does not have the computer and projection capabilities needed for this presentation.

- The IT consultant has worked diligently to learn the candidate and program assessment requirements of the Education Department in order to convert them into the electronic assessment documents we require. In addition, he has met with us several times each term to teach us how to enter our course materials into the Angel Course Management System, track attendance, and create our grade books. Therefore, candidates in the program are able to check on the progress of their course grades at any time. The IT consultant has also worked with us to create the one-credit course, taken during the student teaching internship, which will enable the candidates to create an electronic portfolio demonstrating their competency in each of the eight Iowa teaching standards. The candidates will present their portfolio to their cooperating teacher and university supervisor to demonstrate competency in the eight Iowa teaching standards, while also practicing for the job interview experience.
- The program assessment tools used in the field experiences and internship have been aligned with the INTASC standards, the program standards, and with each other, and are also used by seniors in the program, graduates of the program, and employers of the graduates for program evaluation. The IT consultant helped us to use the Angel Course Management System and these assessment tools to make the electronic evaluation of the candidates and of the program possible. As a result, we are now able to generate reports that identify the success of the program for each learning outcome.
- This final grant application would “close the loop” on the creation of the candidate and program assessment plan at Briar Cliff. The purchase of the final “pieces” of hardware will enable the Education Department to have its own server for constant, consistent, and concise recording of assessment data. This dedicated server will allow the candidates and faculty the opportunity to download and upload information more quickly. The battery backup will secure the data in times of a power outage or emergency. The backup tapes will allow us to keep more data for longer periods of time.